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of the world. They were assisted by Miss Mabel Brown Ellis. The present volume of nearly 300 pages is the result of these combined efforts.

The bulletin contains an immense amount of data concerning sites and buildings, equipment and cost of open-air schools, social and economic conditions of open-air school children, health supervision, open-air schools in other countries, curricula, and results generally.

The discussions are well illustrated by appropriate figures. In all there are over a hundred figures chosen with the view of instruction rather than entertainment. In addition there is a list of thirteen model blanks or forms, such as "Face of physical history card used in open-air schools in Chicago," "Parents' consent card used in Chicago," and "Reverse of record card used in Cleveland."

The organization of the entire report is such as to make clear what the open-air schools are actually doing and to give anyone interested in the organization of such schools many concrete practical suggestions. Those already engaged in the work will be interested for the sake of learning the better devices herein illustrated and recommended.

Commissioner of Education, *Report for the Year Ending June 30, 1917*. Vols. I and II. Government Printing Office, 1917. Pp. 102 and 692.

All persons interested in the work carried on by the Bureau of Education will be interested in the announcement made in the present volume to the effect that "beginning with the fiscal year 1919 a biennial summary will be issued as an administrative document. The annual report of the commissioner required by law can then be made to correspond more closely to the original intent of the report by including only brief and concise summaries of the activities of the bureau, the results of its investigations, and the conclusions based on them, and recommendations for the improvement of systems of education in the several states." In the future the report will contain from 100 to 150 pages.

The present volumes mark the transition from the practice of the past four years to the new policy. Vol. I accordingly contains such a summary as we shall expect to find in future reports. It contains 102 pages. The main topics reviewed and discussed are: "Education and the War," "Educational Surveys," "General Activities of the Bureau," "Educational Conditions in the Other Warring Countries," and "Recommendations." Naturally these main topics are subdivided into from five to twenty parts. In this way only a few pages at most can be given to any one topic or study. Thus the first volume becomes an interesting guide to the student of educational investigations. One sees by a glance at the Table of Contents the magnitude of the work of the bureau, and by reading the reviews one may decide which investigation he desires to give further study. The surveys reported in this volume are Wyoming, Colorado, University of Nevada, San Francisco, and Arizona.

Volume II of the report is the usual statistical summary, the nature of which is so well known to readers of educational literature that it needs no

description. It is of the "total enrolment in all schools and colleges in 1915 was 23,113,931" type.

DILLON, CHARLES. *Journalism for High Schools*. New York: Lloyd Adams Noble, Publisher, 1918. Pp. 109. \$0.80.

In this small book we have an attractive presentation of topics which have to do with journalism. The mechanical features of the little volume alone evidence that the author is more than a theorist. While one may question his statement that "every high school should have a paper," however, if it does have one it should be conducted upon the high plane indicated by this book.

The plan of the book is to illustrate by means of extracts from school papers their good and bad features. By means of these comparisons the author presents high standards, not only as to form of expression, but also as to content. He seems to approach the form side through the thought. On a whole, however, the volume concerns itself with detailed matters of the technique of journalism, abounding in illustrations, headlines, figures, kinds of type, etc. It contains also a list of marks used in proofreading; cautions for writers, tersely stated; directions for writing special articles; the law of copyright; and notes on newspaper history. Were the price a trifle more reasonable one would not hesitate to recommend it to all high schools offering courses in journalism.

STRUTHERS, LINA ROGERS, R.N., *The School Nurse*. New York: G. P. Putnam's Sons, 1917. Pp. xiv+294. \$1.75.

In *The School Nurse*, Dr. Struthers has written down the outcome of more than fifteen years of successful work as nurse, organizer, and administrative head of the departments of school nursing in New York City, Toronto, Canada, and several other cities. The book is a survey of the duties and responsibilities of the nurse in the maintenance of health and physical perfection and the prevention of disease among school children. In introducing the problem the author shows that the fundamental influence of the school nurse has been felt in changing a health policy which formerly first excluded diseased children from school and next set out upon a campaign of "cure" for school children to the present function of preventing disease and its spread by intimate contact with the home. In other words, the school nurse is becoming a most important professional intermediary between the home and the school.

This book is both a book of general principles and a manual of specific directions to those engaged in the work. It contains, for example, a brief historical discussion (chap. ii) which shows the recency of medical inspection of schools and describes briefly the origin and growth of the movement in a dozen of the larger cities of the country. In chapter iii problems of organization of school-nurse work in a city are discussed, with the inclusion of both general principles and very detailed suggestions for the establishment of the department. In this respect the book becomes a valuable "case" handbook.